State Normal School
Worcester, Massachusetts

Forty-Sixth Year, 1919-1920

MAIN BUILDING AND GYMNASIUM.

STATE NORMAL SCHOOL

WORCESTER, MASSACHUSETTS

CATALOGUE AND CIRCULAR

Forty-sixth Year, 1919-20

BOSTON
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1919

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Supervisor of Administration.

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Office of the Board.

ROOM 217, EAST WING, STATE HOUSE, BOSTON.
Hours, 9 to 5; Saturdays, 9 to 12.

THE CALENDAR.

1919.

September 8 and 9, Monday and Tuesday,	Entrance examinations.
September 10, Wednesday,	School year begins.
November 27 to 30,	Thanksgiving recess.
December 20 to January 5, 1920,	Christmas recess.

1920.

January 23, Friday,	First term ends.
January 26, Monday,	Second term begins.
March 19, Friday,	Eighth Annual Rural Conference.
April 3 to April 12, inclusive,	Mid-term recess.
April 19, Monday,	Patriots' Day, a holiday.
June 15, Tuesday,	Public graduation.
June 8 and 9, Tuesday and Wednesday,	First entrance examinations.
Midsummer vacation, eleven weeks.	
September ~~7~~ 13 and ~~8~~, ~~Tuesday~~ 14 Monday Tuesday and ~~Wednesday~~,	Second entrance examinations.
September ~~13~~ 15, ~~Monday~~ Wednesday,	School year begins.

FACULTY.[1]

WILLIAM B. ASPINWALL, A.B. (Harvard), Pd.M. (New York State College for Teachers), Ph.D. (University of Paris), Principal, ... 1 Normal Street.
Education, Management; Professional Ethics.

HENRIETTA A. MURRAY (Worcester, Mass., Normal School), 21 Woodland Street.
Physical Training, Playground Games and Supervision.

HORACE G. BROWN, A.B. (Williams), ... 4 Genoa Street.
History and Social Science.

EDWARD L. SUMNER, ... 15 Chatham Place.
Choral Singing.

LEE RUSSELL, B.Sc. (Worcester Polytechnic Institute), . 27 Windsor Street.
Practical Science, Supervision of Apprentices.

WILHELMINA BALDWIN, ... Trinity Court, Boston.
Music Methods.

M. HARRIETTE BISHOP, A.B. (Barnard) (Oswego, N. Y., Normal School), ... 28 Windsor Street.
Chief Supervisor, Department of Apprenticeship.

JESSE W. HUBBARD, A.B., A.M. (Indiana), Stoddard Terrace, Prospect Street.
Geography and Rural Sociology.

RUTH A. BABCOCK,[2] B.S. (Columbia) (Pratt Institute), . —— ——
Kindergarten-primary Training.

MARY B. PRATT, B.S., A.M. (Columbia), Stoddard Terrace, Prospect Street.
Training Department, Supervision of Apprentices.

LAWRENCE A. AVERILL, A.B., A.M., Ph.D. (Clark), . . 5 Rupert Street.
Psychology, History of Education, Hygiene.

MARGARET B. TOOLE (Worcester, Mass., Normal School), 35 King Street.
Penmanship.

JENNIE L. HENDRICKS (Worcester, Mass., Normal School), 26 Oxford Street.
Principal of Training Department, Supervision of Apprentices.

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[1] Except the principal, arranged in order of appointment.
[2] On leave of absence for 1919–20.

GERTRUDE V. WHEELER (Cortland, N. Y., Normal School),
Stoddard Terrace, Prospect Street.
Reading and Language.

ANNABEL C. ROE, A.B. (Mount Holyoke), . . . 73 Moore Avenue.
Literature and Story-telling.

BRETA W. CHILDS, A.B. (Smith) (Worcester, Mass., Normal School), ... 9 Westland Street.
Nature Study and Geography.

MYRA A. FITCH (Castine, Me., Normal School),
Stoddard Terrace, Prospect Street.
Training Department, Supervision of Apprentices.

SARAH A. MARBLE, A.B. (Smith) (Worcester, Mass., Normal School), ... 28 Cedar Street.
Kindergarten-primary Training.

NANCY BALCH (Massachusetts Normal Art School),
Stoddard Terrace, Prospect Street.
Drawing and Handwork.

FLORENCE N. AYRES, B.S. (New York University) (Trenton, N. J., Normal School), . . Stoddard Terrace, Prospect Street.
Arithmetic, Supervision of Apprentices.

MYRTIE I. WEBBER, ... 5 Iowa Street.
Secretary to the Faculty.

MARY L. HOWARD, ... 78 Russell Street.
Librarian.

MARY J. CANTERBURY, . . . Stoddard Terrace, Prospect Street.
Matron of the Dormitory.

JOHN P. JOHNSON, ... 1 Frank Street.
Janitor.

SCHOOL OF OBSERVATION.

The Elizabeth Street School, affiliated with the normal school for the purpose of observation.

Emma M. Plimpton,	Principal.
Gertrude M. Dodge,	Grades 7, 8.
Winifred C. Callahan,	Grades 7, 8.
Mary V. Smith,	Grade 6.
Maude A. Willard,	Grade 5.
Florence G. Holden,	Grade 4.
Helen J. Kennedy,	Grades 3, 4
May L. Brooks,	Grade 3.
Martha E. Peck,	Grade 2.
Margaret J. Shea,	Grade 2.
May J. M. Larkin,	Grade 1.
Bessie L. Jardine,	Grade 1.
G. Hazel Swan,	Kindergarten.

WEST HALLWAY.

STATE NORMAL SCHOOL,
WORCESTER, MASSACHUSETTS.

AIM AND PURPOSE OF THE SCHOOL.

The Board of Education, by a vote passed May 6, 1880, stated the design of the school and the course of studies for the State normal schools as follows: —

The design of the normal school is strictly professional; that is, to prepare in the best possible manner the pupils for the work of organizing, governing and teaching the public schools of the Commonwealth.

To this end there must be the most thorough knowledge: first, of the branches of learning required to be taught in the schools; second, of the best methods of teaching these branches; and third, of right mental training.

APPLICATION FOR ADMISSION.

It is advisable that application for admission be made soon after January 1, and that certificates be forwarded early in June.

REQUIREMENTS FOR ADMISSION.

The admission requirements are as follows:

I. A candidate for admission to a Massachusetts State normal school as a regular student must have attained the age of seventeen years if a man, and sixteen years if a woman, on or before the first day of September in the year in which he seeks admission (but for admission to the household arts course at the Framingham Normal School an age of at least eighteen years is required); must be free from diseases or infirmities or other defects which would unfit him for the office

of teacher; must present a certificate of good moral character; and must present evidence of graduation from a high school or of equivalent preparation, and, in addition, offer such satisfactory evidence of scholarship as may be required by the regulations of the Board. He must submit detailed records of scholarship from the principal of the high school or other school in which preparation has been made, showing the amount of time given to individual subjects and the grades therein, and such additional evidence of qualifications for the calling of teacher as may be defined in the regulations of the Board relating to normal schools.

II. A candidate for admission as a regular student to a general course must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 15 units, 10 of which units, however, must be in subjects under "A" and "B" and secured either by examination or certification. (The Massachusetts Normal Art School requires, in addition, that a special examination in drawing be passed. Applicants for admission to the Practical Arts Department of the Fitchburg Normal School may substitute evidence of practical experience in some industrial employment in whole or in part for the above.)

A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition, . . . 3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra, ... 1 unit.
(3) Geometry, ... 1 unit.
(4) History, ... 1, 2 or 3 units.
(5) History to 1700, ... 1 unit.
(6) European history since 1700, ... 1 unit.

(7)	Community civics,	½ or 1 unit.
(8)	Latin,	2, 3 or 4 units.
(9)	French,	2 or 3 units.
(10)	German,	2 or 3 units.
(11)	Spanish,	2 units.
(12)	Physics,	1 unit.
(13)	Chemistry,	1 unit.
(14)	Biology, botany or zoölogy,	½ or 1 unit.
(15)	Physical geography,	½ or 1 unit.
(16)	Physiology and hygiene,	½ or 1 unit.
(17)	General science,	½ or 1 unit.
(18)	Drawing,	½ or 1 unit.
(19)	Household arts,	1 or 2 units.
(20)	Manual training,	1 unit.
(21)	Stenography, including typewriting,	1 or 2 units.
(22)	Bookkeeping,	1 unit.
(23)	Commercial geography,	½ or 1 unit.
(24)	Arithmetic,	½ or 1 unit.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by the Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the high school towards the diploma of graduation of the applicant representing work in addition to that for which credit is gained by examination or certification.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV and V, must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year (examinations for the Massachusetts Normal Art School are held only in September). Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons

not able to present these credentials must obtain credit for 15 units by examination in the subjects listed under "A" and "B."

B. *Division of Examinations.* — A candidate for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification.

IV. *Admission on Certificate.* — A graduate of a public high school approved by the Board of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is entitled to certification, in accordance with standards as defined by the Board of Education.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, will be accepted towards the total of 10 units under "A" and "B." In addition to the units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Board, but who, nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission require-

ments, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students in accordance with regulations approved by the Board.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students and as special students as defined in (*a*) at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Board, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Board. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Board.

Blank forms, to be filled out and presented by applicants for admission to the normal school, may be obtained from the high school. These forms comprise (1) a Personal Application Blank, to be filled out by the applicant; (2) a Principal's Recommendation Blank, to be filled out by the high school principal; and (3) a Scholarship Blank, a record of the applicant's high school work, to be filled out *in duplicate* by the principal of the high school.

SCHEDULE OF ENTRANCE EXAMINATIONS.

TUESDAY, JUNE 8, 1920.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30– 2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30– 4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00– 5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

WEDNESDAY, JUNE 9, 1920.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30– 2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30– 3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30– 4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30– 5.30.	Biology, botany, zoölogy.

Monday 13
~~TUESDAY~~, SEPT. ~~7~~, 1920.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30– 2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30– 4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00– 5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

Tuesday 14
~~WEDNESDAY~~, SEPT. ~~8~~, 1920.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30– 2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30– 3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30– 4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30– 5.30.	Biology, botany, zoölogy.

LOOKING TOWARD THE FRONT OF THE ASSEMBLY HALL.

CURRICULA.

Curricula in three departments are offered as described on the following pages. All students who desire to complete either the curriculum in the Elementary School Teacher's Department or the curriculum in the Intermediate School Teacher's Department will for the first year take the same courses as they are indicated below in the Elementary School Teacher's Department. Those who wish to complete the curriculum in the Intermediate School Teacher's Department will then make application for admission into this department. Their eligibility will be judged on the basis of personality, scholarship, professional fitness and such other qualifications as the principal and faculty shall deem essential for success in this field of work. In accordance, however, with the regulations of the State Board of Education, the number that may be admitted into the Intermediate School Teacher's Department for any one year will be limited.

Students wishing to select the curriculum in the Kindergarten-primary Teacher's Department must (1) be able to play the piano readily and must possess a voice whose tones in singing and speaking are true and pleasing; (2) show an earnest and sympathetic understanding of very young children; and (3) manifest a consciousness of the present-day ideals of social service.

I. Elementary School Teacher's Department.

A two-year curriculum designed for students preparing to teach in the first six grades of the elementary school.

Name and Number of Course.	Periods Weekly of —		
	Recitations.	Laboratory and Practice Teaching.	Expected Outside Preparation.
First Year.			
First Half Year: —			
Drawing and Handwork 1,	2	2	4
Education 1, 5, 8,	7	1	7
English Language 1,	4	–	4
Geography and Rural Life 1, 5, 6,	6	–	6
History and Social Science 1, 2,	5	–	6
Music 3,	2	–	–
Physical Education 1,	1	1	3
Second Half Year: —			
Education 8,	1	1	3
English Language 2, 6,	4	–	5
Geography and Rural Life 1, 5, 6,	6	–	6
History and Social Science 2,	1	–	2
Literature 1,	3	–	3
Mathematics 1,	3	–	4
Music 1, 3,	4	–	2
Physical Education 1, 4,	4	1	5
Practical Science 1,	2	1	3
Second Year.			
Drawing and Handwork 2,	2	2	4
Education 2, 6, 9, 10,	2–6	–	4
English Language 3, 6,	5	–	6
Geography and Rural Life 2,	3	–	3
History and Social Science 3,	3	–	3
Literature 2,	3	–	4
Mathematics 2,	2	–	3
Music 2, 3,	4–2	–	2
Physical Education 1,	1	1	2
Practical Science 2,	1	2	2
Also practice teaching, 19 weeks,	–	32	16

II. Intermediate School Teacher's Department.

A three-year curriculum, designed for students preparing to teach any or all grades of the elementary school, with especial attention given to the requirements of the upper grades.

Name and Number of Course.	Periods Weekly of —		
	Recitations.	Laboratory and Practice Teaching.	Expected Outside Preparation.
First Year.			
Courses the same as those given above in the elementary school curriculum.			
Second Year.			
Drawing and Handwork 4,	2	2	4
Education 10,	1	–	2
English Language 4, 6,	4	–	5
Geography and Rural Life 3, 7,	4	–	4
History and Social Science 4,	3	–	4
Literature 3,	3	–	4
Mathematics 3,	3	–	4
Music 2, 3,	2	–	2
Physical Education 1, 2,	2	–	2
Practical Science 3,	2	–	3
Also practice teaching, 9½ weeks,	–	32	16
Third Year.			
Drawing and Handwork 5,	2	2	4
Education 3, 4, 7,	4	–	5
English Language 5,	2	–	2
Geography and Rural Life 4,	4	–	5
History and Social Science 5,	4	–	4
Literature 4,	2	–	4
Mathematics 3,	2	–	4
Music 3,	2	–	–
Physical Education 3,	2	–	2
Practical Science 3,	2	–	3
Also practice teaching, 19 weeks,	–	32	16

III. Kindergarten-primary Teacher's Department.

A two-year curriculum designed for students preparing to teach in the kindergarten and the first three grades of the elementary school.

Name and Number of Course.	Periods Weekly of —		
	Recitations.	Laboratory and Practice Teaching.	Expected Outside Preparation.
First Year.			
First Half Year: —			
Education 1, 5, 8,	7	1	7
English Language 1,	4	–	4
Geography and Rural Life 1, 5, 6,	6	–	6
History and Social Science 2,	1	–	2
Kindergarten 1, 2, 3, 6,	8	–	10
Music 3,	2	–	–
Physical Education 1,	1	1	3
Second Half Year: —			
Education 8,	1	1	3
English Language 2, 6,	4	–	5
Geography and Rural Life 1, 5, 6,	6	–	6
History and Social Science 2,	1	–	2
Kindergarten 1, 2, 3, 6,	8	–	10
Literature 1,	3	–	3
Mathematics 1,	3	–	4
Music 1, 3,	4	–	2
Physical Education 1,	1	1	2
Second Year.			
Drawing and Handwork 3,	2–0	2	4
Education 2, 6, 9,	2–6	–	4
English Language 3, 6,	5	–	6
History and Social Science 1,	4–0	–	4
Kindergarten 1, 3, 4, 5, 6, 7,	7	–	7
Literature 2,	3	–	3
Mathematics 2,	3	–	3
Music 2, 3,	4–2	–	2
Physical Education 1,	1	1	2
Also practice teaching, 19 weeks,	–	16	8

THE SCHOOL GROUNDS, FRONTING ON NORMAL STREET.

The Courses of Instruction.

Courses designated "A" are for students taking the curriculum in the Elementary School Teacher's Department; those designated "B," for students taking the curriculum in the Intermediate School Teacher's Department; those designated "C," for students taking the curriculum in the Kindergarten-primary Teacher's Department.

DRAWING AND HANDWORK.

Drawing and Handwork 1. (A, B.) Drawing and handwork for elementary grades. Miss BALCH.

First year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A study of pencil representation of common objects and of blackboard drawing as applied to school subjects; a review of color theories, nature drawing, the principles of design and lettering; also training in paper folding and cardboard construction for the purpose of gaining skill in execution.

Drawing and Handwork 2. (A.) Methods of teaching drawing and handwork in elementary grades. Miss BALCH.

Second year. Nineteen weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

(*a*) A study of the methods of teaching drawing and handwork in the first six grades of the elementary school, including observation of classroom teaching, lesson planning and practice teaching, and a consideration of the ways in which both drawing and handwork may be made to apply to the needs and interests of the children in the elementary grades.

(*b*) A study of decoration in the school and the home, including the value and use of pictures.

(*c*) Attention is also given to costume design, with an investigation of the kinds of materials and costumes suitable for different purposes.

Drawing and Handwork 3. (C.) Drawing and handwork for primary grades. Miss BALCH.

Second year. Nineteen weeks, two recitations weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A short course similar to Courses 1 and 2, but adapted especially to meet the needs of the students taking the kindergarten-primary course. It includes training in representation of common objects, blackboard drawing, decorative design and nature drawing; also a study in appreciation of works of art, paint-

ing, sculpture and architecture as related to home, school and community interests, and an examination of the methods and problems of teaching these subjects in the primary grades.

Drawing and Handwork 4. (B.) Drawing and handwork for upper grades. Miss BALCH.

Second year. Twenty-eight and one-half weeks, two recitation periods weekly, two laboratory periods weekly; expected outside preparation, four periods weekly.

A course designed to teach the subject-matter suitable for the upper grades in the elementary school, and the proper methods of teaching it. It includes the study of perspective, the making and extension of working drawings and work in construction, such as elementary bookbinding, sewing, knitting, crocheting, modeling and applied design; also a consideration of the direct application of freehand delineation, mechanical drawing and decorative design to industrial and commercial needs.

Drawing and Handwork 5. (B.) Advanced drawing. Miss BALCH.

Third year. Nineteen weeks, four laboratory periods weekly; expected outside preparation, four periods weekly.

A course in appreciation, including a study of the schools of painting, sculpture and architecture, and their direct application to home, school and civic interests.

EDUCATION.

Education 1. (A, B, C.) Child psychology. Dr. AVERILL.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, two periods weekly.

The aim of this introductory course is fourfold, viz.: to acquaint the student with certain of the more significant facts relating to the mental and moral development of the normal child; to acquaint her with certain of the more common abnormalities of development in children; to arouse in her the sympathetic attitude toward child problems and child life; and to give her practice in observing and testing children. Among the topics discussed are the evolution of the social attitude toward children; heredity; euthenics; unlearned behavior, including a careful survey of the fundamental instincts; moral development; adolescence; exceptional children; juvenile delinquents; the nervous or unstable child; the psychology and genesis of habit, etc.

Education 2. (A, C.) Educational psychology. Dr. AVERILL.

Second year. Nine and one-half weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course supplementary to Education 1, based upon experience in practice teaching which students taking the course have had. The aim of the course is further to familiarize the student with the psychological principles underlying the actual situation of the classroom. Particular emphasis is placed upon the learning process, including attention, memory and individual differences.

Education 3. (B.) Educational psychology. Dr. AVERILL.

Third year. Nine and one-half weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course similar to the preceding, but designed for students taking the curriculum in the Intermediate School Teacher's Department, and calling for more individual experimentation and observation.

Education 4. (B.) History of education and educational sociology. Dr. AVERILL.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A study of modern educational tendencies and problems, with a sufficient investigation of the sociological and educational conditions of the past to enable the student to comprehend current problems. Special consideration is given to the historical development of education in Massachusetts. Assigned readings, special reports, lectures, discussions.

Education 5. (A, B, C.) General pedagogy. Dr. ASPINWALL.

First year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A consideration and discussion of the meaning, function and aims of education, the educational values of school studies, the making of the curriculum and the relations of educational practice to psychological principles. Assigned readings and class discussion.

Education 6. (A, C.) School management and professional ethics. Dr. ASPINWALL, Miss BISHOP and others.

Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A study of the nature and aim of the school, the problems of student conduct, the meaning and problems of control and discipline, the personal qualifications of teachers for the training of children toward right living, and the problems of the teacher's conduct as a member of the teaching profession. Assigned readings and discussions.

Education 7. (B.) School management and professional ethics. Dr. ASPINWALL, Miss BISHOP and others.

Third year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course similar to Education 6, but designed for students taking the curriculum in the Intermediate School Teacher's Department. Special reports on assigned reading, discussions.

Education 8. (A, B, C.) Observation and methods of teaching. Miss BISHOP.

First year. Thirty-eight weeks, one recitation period weekly, one period of observation weekly; expected outside preparation, three periods weekly.

A study, aided by direct observation of class teaching, of those aims and principles of education which most plainly influence method, of their application to the various subjects in the elementary school curriculum and of the exercises employed to realize them. An important part of this course consists of weekly periods of observation of class work in the Elizabeth Street School (see page 34), and thus prepares the students directly for the later apprenticeship in the public schools of the city.

Education 9. (A, B, C.) School law. Miss PRATT.

Second year. Nine and one-half weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A brief survey of the laws of Massachusetts relating to public instruction, with the aim to give an intelligent idea of such legislation as it applies to the teacher's work, and an acquaintance with the privileges and duties of a public school teacher.

Education 10. (A, B.) Theory of the Kindergarten. Miss MARBLE.

Second year. Nine and one-half weeks, one recitation weekly; expected outside preparation, two periods weekly.

A course for students not preparing to teach in the kindergarten department, designed to acquaint them with the educational aims and spirit of Fröbel's teachings and with the modern kindergarten theories as well.

ENGLISH LANGUAGE.

English Language 1. (A, B, C.) Methods of teaching reading in elementary grades. Miss WHEELER.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching reading in the first six grades of the elementary school, including the making and discussion of typical plans of presenting lessons. Consideration is also given to methods of teaching spelling and penmanship, especially in their relation to reading. Assigned reading, observation, special reports, class discussion.

English Language 2. (A, B, C.) Methods of teaching language in the elementary grades. Miss WHEELER.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A study of methods of teaching oral and written expression in the first six grades of the elementary school. Means are employed to secure original composition by using observation in school as a basis for such work. Assigned reading, observation, criticism, making of plans.

English Language 3. (A, C.) Reading and language study for elementary grades. Miss WHEELER.

Second year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

(*a*) A course dealing with the subject-matter of reading suitable for the first six grades of the elementary school and designed to develop a sense of appreciation and to give opportunity of acquiring some skill in choosing and adapting literary material that may be used for reading lessons. (*b*) A review of the subject-matter of oral and written expression as covered in the first six grades of the elementary school, with a study of the underlying principles and practice in applying them. An examination of textbooks in these subjects is also made.

English Language 4. (B.) Reading and language study for upper grades. Miss WHEELER.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A course similar to English 3, but dealing with the subject-matter of the seventh and eighth grades.

English Language 5. (B.) Applied English expression. Miss WHEELER.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to give much practice in applying the principles studied in the preceding courses in order to increase the student's facility in oral and written expression.

English Language 6. (A, B, C.) Practice course and methods of teaching penmanship in the elementary grades. Miss TOOLE.

First year. Nineteen weeks, one recitation period weekly; expected outside preparation, one period weekly.

Second year. Nine and one-half weeks, one recitation period weekly; expected outside preparation, one period weekly.

A course designed to train students to write well both on paper and on the blackboard, and to give them the skill required to teach penmanship to pupils in the elementary school. Practice is also provided in conducting class exercises in order to give students acquaintance with the methods of teaching the subject and an opportunity to develop the ability to teach it.

GEOGRAPHY AND RURAL LIFE.

Geography and Rural Life 1. (A, B, C.) Methods of teaching geography in elementary grades. Miss CHILDS.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of the point of view and methods of teaching geography in the first six grades of the elementary school, with special attention to the subject-matter involved. Assigned reading based upon outlines, special reports, class discussion.

Geography and Rural Life 2. (A.) Regional geography. Mr. HUBBARD.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to train students to work out geographical problems characteristic of typical regions. Class discussion, individual investigation, assigned reading, written reports.

Geography and Rural Life 3. (B.) Methods of teaching geography in upper grades. Mr. HUBBARD.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching geography in the seventh and eighth grades. Methods of presentation adapted to this stage of the work are compared with those suited to the elementary grades. Practice is given in the solution of geographical problems, in securing and using geographical data, in supplementary reading and in the interpretation of maps.

Geography and Rural Life 4. (B.) Advanced regional geography. Mr. HUBBARD.

Third year. Nine and one-half weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A course designed to broaden the student's knowledge of relationships of geography. Causal factors and the applications of physical geography are studied as a basis for the interpretation of the commercial, agricultural and economic phases of the subject. Assigned reading, special reports, individual problem work.

Geography and Rural Life 5. (A, B, C.) Methods of teaching nature study. Miss CHILDS.

First year. Nineteen weeks, four recitation periods weekly, frequent field excursions; expected outside preparation, three periods weekly.

The plant and animal life of the environment is used as a basis for the study of methods of teaching nature study in the first six grades of the elementary school. The course includes a study of the growth and care of a few plants for the house and garden. Courses of study are examined and their value discussed. Students observe in the field, and collect and prepare illustrative material. Assigned readings, reports, observations, experiments and discussions.

Geography and Rural Life 6. (A, B, C.) Rural sociology. Mr. HUBBARD.

First year. Thirty-eight weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course intended to acquaint teachers of rural schools with some of the problems of the country community in order to fit them for leadership in rural social life. A study is made of the relation of the school to modern organizations and movements for the improvement of agriculture. Assigned reading, class discussion, field work, and some visitation of rural schools and communities.

Geography and Rural Life 7. (B.) Agriculture. Mr. HUBBARD.

Second year. Nine and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

An elementary course in the study of soils and crops, of the organization and management of farming, of the selection and adaptation of agricultural materials, and of the economic importance of the farming industry in the life of the nation. By discussions, lectures and laboratory work it is designed to acquaint the teacher with the fundamental laws and conditions of agriculture, and to increase her interest in rural activities and the problems of rural life.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. (A, B, C.) Methods of teaching history in elementary grades. Mr. BROWN.

First year. Nineteen weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of the aims, principles and methods of teaching history in the first six grades of the elementary school. It includes a consideration of the needs of the child and of his point of view as they are related to historical facts and material: a study of the social duties and opportunities of citizens both young and old; the collecting and examination of textbooks and illustrative material; and the selection and grading of this material in a course of study with a view to building up in the children's minds correct ideas of intelligent, useful and patriotic citizenship. In this work emphasis is placed upon lesson planning and the various types of teaching, such as story-telling, picture study, construction work, the use of the sand table and other dramatization.

History and Social Science 2. (A, B, C.) Current events. Mr. Brown.

First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, three periods weekly.

A course designed to awaken the social consciousness of students and to direct their attention to the important events in the life of the world of to-day, with the aim of training them to select the desirable material and to discuss it and to arrive at reasonable estimates of its value. In this connection correlation is made with the work in history, geography and citizenship, and a study is made of effective methods of conducting children's classes in current events.

History and Social Science 3. (A.) Methods of teaching citizenship in elementary grades. Mr. Brown.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A study of the principles and methods of teaching citizenship in the first six grades of the elementary school, starting from the child's point of view. It emphasizes the child as a citizen, and examines the community as the group to which he belongs; it deals with his activities and relationships in the home, the school, the club or the "gang," and, above all, with his feelings, his thoughts and his actions toward the flags of the State and of the Nation; and it directs his attention to the place of his Nation among the Nations of the world. As a part of the course the principles and methods of teaching this subject are studied, recent textbooks and other teaching material are examined, and considerable opportunity is afforded for individual observation of and participation in definite acts of citizenship.

History and Social Science 4. (B.) History for upper grades. Mr. Brown.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A course designed to teach the scope of the history taught in the seventh and eighth grades, with special emphasis upon the story of America, and with the aim to discover the great American ideals revealed in it. Attention is directed

to the truth that the important "facts" are those that have important meaning for citizens to-day, and effort is made to discover these facts and to interpret them. Emphasis is also put upon the aims, principles and methods of study, and the development of topics in school; textbooks are examined and compared; materials are collected and graded; and lessons are planned. Outlines of the work are furnished students to guide them in future teaching.

History and Social Science 5. (B.) Citizenship for upper grades. Mr. BROWN.

Third year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of citizenship as adapted to the seventh and eighth grades. It is based especially upon the conception of society as experienced about us to-day, grouped and organized with officials and laws for the protection and betterment of the citizen. It includes a social survey of this community, with the aim of determining a teacher's relationship to social organizations and agencies, and of learning and applying American ideals in the training of pupils in school. Special attention is also given to the cultivation of right habits of citizenship and to the performance of thoughtful activities of citizenship.

KINDERGARTEN AND PRIMARY GRADES.

These courses are intended for students preparing to teach in the kindergarten and the first three primary grades. For the full list of courses prescribed for these students, including methods in reading, number, etc., see page 18.

Kindergarten and Primary Grades 1. (C.) Children's games. Miss MARBLE.

First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, two periods weekly.

Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course designed to teach games suitable for very young children, and methods of teaching them as well as ways of playing them. In the second year the course is conducted on the basis of the students' knowledge of play and the results of their child study, having as aim to teach how to collect, classify and study games appropriate to the kindergarten and the first and second primary grades.

Kindergarten and Primary Grades 2. (C.) Educational materials. Miss MARBLE.

First year. Thirty-eight weeks, four recitation periods weekly; expected outside preparation, four periods weekly.

A study of the educational materials of Fröbel and Montessori, and of methods of using these or any materials appropriate to the kindergarten and to the lower primary grades.

Kindergarten and Primary Grades 3. (C.) Educational principles. Miss MARBLE.

First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, two periods weekly.

Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course designed to give training in deducing and formulating principles of procedure from the observation of kindergarten and primary practice. In the second year it makes use of the student's experience in practice teaching for more critical study of the principles formulated during the first year.

Kindergarten and Primary Grades 4. (C.) Teaching programs. Miss MARBLE.

Second year. Twenty-eight and one-half weeks, one recitation period weekly; expected outside preparation, two periods weekly.

A course to be taken at the same time with the practice teaching, designed to give training in the preparation of lessons which shall fit together into one organic whole, and to make a study of programs followed in the kindergartens and grades in which the students do their practice teaching.

Kindergarten and Primary Grades 5. (C.) Organization of the kindergarten and the primary grades. Miss MARBLE.

Second year. Nineteen weeks, one recitation period weekly; expected outside preparation, one period weekly.

A study of the extent, cost and care of the kindergarten and primary equipment, giving attention to the kinds, qualities and the ordering of supplies and furniture, to methods of making inventory, and to means and devices for preserving them, as well as to their attractive arrangement.

Kindergarten and Primary Grades 6. (C.) Fröbel's writings and the history of infant education. Miss MARBLE.

First year. Thirty-eight weeks, one recitation period weekly; expected outside preparation, three periods weekly.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A study of Fröbel's principles of child development as announced particularly in the "Education of Man" and in the "Mother Play and Nursery Songs," with the aim of giving the students a definite conception of the origin and develop-

ment of the kindergarten movement in relation to the whole field of education. In the second year there is a comparative study of the contributions made to education by Comenius, Rousseau, Herbart and Pestalozzi and those of Fröbel for the purpose of making a definite and sympathetic judgment of the kindergarten and primary educational ideals.

Kindergarten and Primary Grades 7. (C.) Neighborhood civics. Miss MARBLE.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, one period weekly.

A course designed to give training in the social responsibilities which teachers in the kindergarten and the lower primary grades must meet. Attention is paid, by class discussion and by actual visits, to mothers' meetings, parent-teachers' associations, home visitation and the needs of various communities. Assigned reading is required with special reports upon the successful work done in these lines in many different communities.

LITERATURE.

Literature 1. (A, B, C.) Children's literature, story-telling and reading aloud. Miss ROE.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

(*a*) A survey of the literary material used in the elementary school, as it is adapted to the different ages, with a view to develop an appreciation for it, to see its growth, to study the child's literary needs in each grade and to learn to use effectively the material available. (*b*) A course designed to give practice in story-telling and reading aloud, in order to enable the student to do them simply, naturally and effectively. The course deals also with methods of presenting literature to pupils in story form, by reading, etc., as well as the consideration of the various reactions to be attained, such as dramatization, etc. Story hours are planned and the students are encouraged to practice until they succeed in holding the attention and interest of the children. Assigned reading, reports, observation, discussion.

Literature 2. (A.) Selected literature. Miss ROE.

Second year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of selected works of English and American writers, with a view to stimulating a greater love of reading and to developing some power of discrimination in the choice of reading material.

Literature 3. (B.) Literature for upper grades. Miss ROE.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

(*a*) A review of the literary material used in the seventh and eighth grades, with the purpose of gaining an understanding of its scope and meaning, an appreciation of its value and beauty, and some comprehension of its appeal to pupils of these ages. (*b*) A study of methods of teaching literature in the seventh and eighth grades. Assigned reading, special reports, lesson planning, discussion and criticism.

Literature 4. (B.) Modern Literature. Miss Roe.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, four periods weekly.

A reading course that includes the study, review and reading of the leading modern novels, short stories, dramas, poems and biographies. Its aim is to cultivate good taste in reading, to create an active interest in good literature, and to enable students to know who are the writers of the modern literary world, as well as the character of good writing. Much outside reading is required.

MATHEMATICS.

Mathematics 1. (A, B, C.) Methods of teaching arithmetic in elementary grades. Miss Ayres.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

A study of methods of teaching arithmetic in the first six grades of the elementary school, with sufficient practice in solving problems to give facility in dealing with fundamental processes. It is concerned, also, with the investigation of courses of study, lesson planning and assignment, and the examination of texts suitable for the different grades.

Mathematics 2. (A.) Applied arithmetic. Miss Ayres.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to give training in the applications of arithmetical processes to the ordinary experiences of life, with much practice in the making and solution of problems.

Mathematics 3. (B.) Arithmetic for upper grades. Miss Ayres.

Second year. Twenty-eight and one-half weeks, three recitation periods weekly; expected outside preparation, four periods weekly.

Third year. Nineteen weeks, two recitation periods weekly; expected outside preparation, three periods weekly.

A course designed to prepare for teaching arithmetic in the seventh and eighth grades, including a review of the subject-matter adapted to these grades and a study of methods of presenting it. Considerable emphasis is placed upon

the commercial and industrial applications of arithmetic, and much practical work is required. The aim is to give understanding of subject-matter and facility in applying it.

MUSIC.

Music 1. (A, B, C.) Musical technique. Miss BALDWIN.

First year. Nineteen weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

A course designed to give a general knowledge of the subject, including the principles of correct production, practice in ear-training, sight-reading and writing of melodies, as well as a repertoire of rote songs suitable for use in the elementary grades.

Music 2. (A, B, C.) Methods of teaching music in elementary grades. Miss BALDWIN.

Second year. Nineteen weeks, two recitation periods weekly; expected outside preparation, two periods weekly.

(*a*) A study of the best methods of teaching music in the first six grades of the elementary school, and a consideration of a course of study in music suitable for these grades. (*b*) In the latter half of the course special attention is given to songs and methods suitable for upper grades, with the aim of cultivating an appreciation of the meaning, beauty and power of good music.

Music 3. (A, B, C.) Chorus singing. Mr. SUMNER.

Each year. Thirty-eight weeks, two recitation periods weekly; no outside preparation expected.

This is a school exercise for all the students, and aims to give training in choral singing of part songs. Emphasis is placed upon the choice of material and upon the artistic interpretation of the compositions chosen, with a view to cultivating an appreciation of the best in music.

PHYSICAL EDUCATION.

Physical Education 1. (A, B, C.) Gymnastics and games for elementary grades. Miss MURRAY.

First year. Thirty-eight weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

Second year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A course designed, first, to aid the students to form good physical habits and to promote their personal efficiency by intelligent attention to the laws of health and hygiene; second, to train them to become capable workers in school gym-

nastics and games. It deals with indoor and outdoor exercises, and includes the gaining of skill in the execution of them and the study of methods of teaching them in the first six grades of the elementary school. To this end practice in the teaching of games is provided and courses of study are examined.

Physical Education 2. (B.) Methods of playground supervision. Miss MURRAY.

Second year. Nine and one-half weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, two periods weekly.

A course designed to give students taking the curriculum in the Intermediate School Teacher's Department training in the application and supervision of games and exercises in school playground work. Besides methods of supervision it deals also with plans of playgrounds and a study of equipment.

Physical Education 3. (B.) Gymnastics and games for upper grades. Miss MURRAY.

Third year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, two periods weekly.

A course similar to Course 1, but designed for students taking the curriculum in the Intermediate School Teacher's Department, and dealing with exercises, games and dances suitable for the seventh and eighth grades.

Physical Education 4. (A, B.) Hygiene and methods of teaching hygiene. Dr. AVERILL.

First year. Nineteen weeks, three recitation periods weekly; expected outside preparation, three periods weekly.

A course devoted to the hygiene of the school child and its relations to the aims of the school. Methods of teaching hygiene to children are studied, and emphasis is placed upon medical inspection, the sanitation and hygiene of schoolhouses and grounds, and those problems most likely to be encountered in the average school. Only those facts of physiology and anatomy which have special significance for hygiene are considered.

PRACTICAL SCIENCE.

Practical Science 1. (A, B.) Methods of teaching practical science in elementary grades. Mr. RUSSELL.

First year. Nineteen weeks, two recitation periods weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A study of subject-matter and methods of teaching practical science in the first six grades of the elementary school. It deals with those scientific phenomena of the environment which are suitable for and interesting to pupils of these

THE TENNIS COURT, LOOKING TOWARD THE PRINCIPAL'S HOUSE.

grades, with a view to learning how to present them so that those pupils may gain a sympathetic appreciation as well as a clear understanding of them. Rock formations and minerals found in this vicinity, weather phenomena and elementary facts and relationships in physical science are included. Collecting, individual observation, experimentation, special reports and class discussion are required.

Practical Science 2. (A, C.) Practical science for elementary grades. Mr. Russell.

Second year. Nineteen weeks, one recitation period weekly, two demonstration periods weekly; expected outside preparation, three periods weekly.

A course supplementary to Course 1, continuing the study of the scientific knowledge adapted to the first six grades of the elementary school. It deals with project work, training in the use of apparatus and in experimentation, and covers that portion of elementary chemistry and elementary physics upon which an understanding of the materials and phenomena of the physical and industrial environment is dependent. It includes such subjects as the atmosphere, heating, lighting, ventilation, fuels, water, ordinary mechanical devices and industrial apparatus.

Practical Science 3. (B.) Practical science for upper grades. Mr. Russell.

Second year. Twenty-eight and one-half weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

Third year. Nineteen weeks, one recitation period weekly, one demonstration period weekly; expected outside preparation, three periods weekly.

A course similar to Course 2, but dealing with the subject-matter to be taught in the seventh and eighth grades, together with methods of teaching it. Emphasis is placed upon the different points of view of pupils of these grades and upon the work and methods that are best adapted to their ages and development. The facts and principles of physics and chemistry, especially in their relation to the industrial and household arts and to hygiene, constitute the scope of the course.

Observation and Practice Teaching.

Observation. — (*a*) In the training school selected classes are taught by the principal and supervisors of the department for purposes of observation by the students. Preparatory instruction is first given in the points valuable to observe,

reports of lessons observed are made, and discussions in class are held for the purpose of criticism, explanation and further instruction.

(*b*) At the Elizabeth Street School, one of the city elementary schools not far distant from the normal school building, opportunity is also given for regular observation of teaching. Here selected teachers from the Worcester schools, who are also in the employ of the Commonwealth, give model lessons for the benefit of the students of the normal school, illustrating the work of all grades from the kindergarten to the eighth, including both the problems of general method and those of special methods as applied in the teaching of the particular subjects of the elementary curriculum. This observation, which is under the direction of one of the supervisors, is supplemented by assigned reading, special reports and class discussions. Furthermore, twice during the first year, once in the first half year and again in the second half year, the students are assigned, either alone or in groups of two, to the different grades in this school to spend an entire week each time both in observation of teaching and in participation.

Practice Teaching. — (*a*) Special training is given in the training school of six grades where the major portion of the instruction is given by student teachers.

(*b*) Practice is also afforded by apprenticeship in the public schools of Worcester and near-by towns. In both cases the work is carried on under the personal supervision of members of the faculty who observe the teaching, direct the making of lesson plans, examine the written work, and have frequent individual conferences for criticism with the students. A diary of the actual work done in the classroom is kept by each student teacher, and is submitted to the head supervisor each week for examination. Systematic professional reading is also made a part of the requirements during the period of practice work. One day each week is spent at the normal school where general meetings are held for class discussions,

criticisms and the consideration of the problems of the practice work. This work is conducted by the supervisors and occasionally by the principal.

(*c*) In addition to these facilities for practice, opportunity is also granted in the Worcester County Training School in Oakdale, a few miles from the city, to gain experience in the management and the instruction of exceptional boys. This training is carried on in the same way as the apprenticeship in the city schools, and gives a valuable development because of its special character.

Platform Exercise for Oral Expression. — During the period of practice teaching an opportunity for training in oral expression is provided by a weekly platform exercise. This exercise consists of speaking for a few minutes, with or without notes, before the assembled school from the platform of the auditorium. The topics for presentation are not prescribed, but are usually chosen with reference to helpful experiences in the practice work. It is an exercise that affords a distinct training in precision, ease and effectiveness of speech.

Materials for Use in Teaching. — A large supply of material has been provided by the normal school for the purpose of aiding the students in their practice teaching. This comprises textbooks, professional books, charts, pictures, maps, models and collections of great variety. By the use of this material the students are led to appreciate the value of illustrative material in teaching. This training is also furthered by the practice of making copies of maps, drawings and notes for class use, for which the facilities are provided by means of duplicating machines.

THE LIBRARY.

The textbook and reference library contains over 12,000 volumes, which are easily accessible to the students for classroom use and for individual study. The entire care of the reference books is taken by members of the school, working under

the instruction and direction of a member of the faculty. Besides having this library practice, class librarians are charged with the duties of giving out, recording and, at the end of the term, collecting the textbooks. Each student is given some responsibility and training in this work. In the reading room magazines and newspapers are supplied, and direct training, with a view to forming good habits in reading current periodicals, is given by the teacher of history and citizenship.

STODDARD TERRACE.

This building is a dormitory, built on the cottage plan, for the accommodation of twenty girls. It is heated by steam and lighted by electricity, has a comfortable parlor and an attractive music room, and is in every way a convenient and satisfactory school home.

The rates for furnished room and board, together with a limited amount of laundry, are fixed at present for all the normal schools in the State at $220 for the school year, payable in advance, — $55 in September, $55 on November 15, $55 on February 1 and $55 on April 15. It is to be noted that board is supplied at the cost of materials; but as this is a fluctuating item no definite agreement as to the exact price in the immediate future can be entered upon. These rates, furthermore, are for such time as the school is in session, and for the Thanksgiving recess, but for no other recess or vacation. In case a student desires to remain at the dormitory during a vacation, she may request permission to do so of the principal on the understanding that there will be an additional charge of $5.50 per week during such vacation. The dormitory is not open, however, during the summer.

For temporary absence from the dormitory covering one week or less no rebate will be made to boarders. For absence exceeding one week a rebate will be made for the second and all following weeks at the rate of $4 a week.

The house is in charge of a matron and house mother, and

STODDARD TERRACE, THE SCHOOL DORMITORY.

students whose homes are not in Worcester are advised to live there. Each girl is expected to furnish her own towels, sheets and pillow slips.

LUNCH ROOM.

For the convenience of pupils and teachers who care to avail themselves of the opportunity, a hot luncheon is furnished at Stoddard Terrace at a price not to exceed the cost of materials.

The rest of the pupils eat the lunch they have brought from home in the school lunch room. Here many of the necessary furnishings are provided; a hot closet makes it possible to warm food and drink as desired, and boiling water is supplied for the making of cocoa.

GENERAL INFORMATION.

Tuition.

Tuition is free to residents of Massachusetts, but each non-resident is required to pay a tuition fee of $25 at the beginning of each half-yearly session.

Physical Examination.

Admission to the normal school is conditional upon the satisfactory passing of a physical examination. This examination may be required before the opening of the school session in September, or at some later date set by the principal. No student, however, is allowed to remain whose physical condition does not receive official approval as satisfactory. Expert medical advice is given to those who need it, and systematic instruction is provided in hygiene and physical training.

Employment of Graduates.

The placing of the graduates in schools of their own is accomplished almost wholly through the agency of this school. Members of the senior class usually secure positions either

before the close of the school year or during the summer months through interviews with superintendents who visit the school for the purpose of securing teachers to fill vacancies.

The school also keeps in touch with the recent graduates, and has on file a record of their work since graduation. From this list recommendations are made to superintendents who are in search of teachers of experience. Every year circulars seeking information concerning their present positions are sent to those graduates who are not teaching under a permanent system of advancement, as in most city schools. Thus most graduates of the school obtain their first charges, and many receive one or more offers of advancement at a later time, through the mediation of the school. For all these positions better salaries are being offered than ever before, and the conditions of living for teachers are being made increasingly attractive.

State Aid.

The Commonwealth has annually granted to the normal schools a considerable sum of money to be divided among such pupils as are needy and deserving. This school receives its proper share of such funds, and is able to render assistance to a number of students each year. By a recent ruling of the State Board of Education it has been decided that the school may call upon such students for clerical or other assistance in return for this aid. Applications are to be made to the principal in writing, and must be accompanied by such evidence as shall satisfy him that the applicant needs the aid.

Incidental Advantages.

Besides special lectures given each year at the school by prominent speakers, many facilities for general improvement are offered to pupils by the libraries, institutions and other means of culture in which Worcester is rich. Among these may be mentioned the Museum of the Worcester Natural History Society, from which specimens may be borrowed by

teachers and students and taken to the school for purposes of study and illustration; the American Antiquarian Society, which contains a rich store of exhibits and a library including numerous books pertaining to American history; the free public library, having a large reference library, circulating department and reading rooms supplied with leading domestic and foreign papers and periodicals; and the Worcester Art Museum, which offers special privileges to students to study works of art.

LECTURES.

A course of lectures is provided each year for the instruction and entertainment of the students. During the year 1918–19 the following persons addressed the school: —

William H. P. Faunce, President, Brown University: "Preparedness for Peace."

Albert H. Gilmer, Professor of English, Tufts College: "The Struggle of the Czecho-Slovaks for Nationality."

Mlle. Marguerite Clement, Professor of French Language and Literature, Lycée de Versailles, Representative of French Government to American Women's Colleges, 1918: "What America can do for France and What France can do for America."

Miss Elizabeth Hasanovitz, Author of "One of Them:" "Ukrainia and Her People."

Albert Bushnell Hart, Professor of Government, Harvard University: "The Lesson of the Obligation of Citizenship."

Hamilton Holt, Editor of "The Independent:" "The League of Nations."

Clarence A. Brodeur, Principal, State Normal School, Westfield: A recital of patriotic poems.

Harold W. Foght, Specialist in Rural Education, United States Bureau of Education, Washington: "What the Modern Community expects of the Rural School in Training for the Duties of Citizenship."

Thomas Mott Osborne, Lieutenant Commander, U. S. Navy, R. F., Commanding Naval Prison, Portsmouth, N. H.: "The Man, the Citizen, and the Community."

Frank W. Wright, Deputy Commissioner of Education for Massachusetts: "The Welfare of Every Child is the Concern of the Commonwealth."

George D. Chamberlain, State Senator from the First Hampden District: "Immediate Needs for Reconstruction in Massachusetts."

John J. Mahoney, Principal, State Normal School, Lowell: "The Importance of State Aid to the Future Citizenship of the Commonwealth."

George B. Churchill, State Senator from the Franklin and Hampshire District: "The State's Responsibility for Reconstruction in Education."
James D. Lowe, Agent of the Free Public Library Commission of Massachusetts: "What the Library can do for the Schools."
Arthur Gordon Webster, Professor of Physical Science, Clark University, "Education in France."
Charles F. Underhill, Dramatic Reader: "David Copperfield."
James F. Hosic, Professor of English, Chicago Normal College: "The Method of Experience."
Miss Mabel Carney, Professor of Rural Education, Teachers College, Columbia University: "Significant Movements in Rural Education in the Middle West."
Mrs. Helen D. Lane, Representative of the Worcester County Farm Bureau: "Values in Clothes."
Hiram N. Rasely, Office Manager, Norton Grinding Company, Worcester: "Business English."

ANNUAL CONFERENCE ON RURAL EDUCATION.

Since 1913 there has been held under the auspices of the school an annual conference on the problems of the rural school, with special consideration of ways and means of improving its physical conditions and its social efficiency. Educators and rural workers of national reputation participate each year in these meetings, which are attended by many teachers, superintendents, members of school committees and of granges, and others interested in rural school progress. The subjects considered by these conferences have been: —

1913 (February 10), The Improvement of the Rural School.
1914 (March 27), Rural School Hygiene.
1915 (March 26), The Improvement of Rural School Grounds and Interiors.
1916 (April 28), The Rural School as the Community Center.
1917 (March 23), Vitalizing the Rural School Curriculum.
1918 (March 15), Teaching the Duties of Citizenship in Rural Schools.
1919 (March 21), A Square Deal for Every Child in the Commonwealth.

Since 1916 the proceedings of the conferences have been published in "Education" (Boston), the entire issue for May or June of each year being devoted to these addresses.

For the 1920 conference, to be held on March 21, it is planned to consider the "teacher-crisis" as it affects the rural and non-urban schools, and to study the ways and means of increasing the supply of trained teachers, and of so improving the social and economic conditions that teachers of training and of capacity will be attracted to these schools.

STUDENTS.

Graduating Class, June, 1918.[1]

INTERMEDIATE SCHOOL TEACHERS' DEPARTMENT.

Three-year Curriculum.

Almstedt, Hulda Maria,	Worcester.
Blomstrom, Florence Hulda,	Worcester.
Christensen, Mildred Elizabeth,	Worcester.
Clark, Edith Idelle,	Charlton.
Clifford, Mildred Juliette May,	Worcester.
Cunningham, Helen Margaret,	Worcester.
Cunningham, Marguerite Madeleine,	Worcester.
Currie, Marion Campbell,	Worcester.
Davis, Ella Gladys,	Worcester.
Ford, Margaret Marie,	Worcester.
Holly, Mary Agnes,	Worcester.
Kernosek, Aniela Marie,	Worcester.
Lyons, Mary Catherine Gertrude,	Worcester.
McAuliffe, Margaret Isabel,	Worcester.
McCann, Helen Margaret,	Worcester.
McGuire, Bernice Katherine,	Worcester.
McNamara, Irene Margaret,	Spencer.
Norton, Gladys Helena Spurr,	Worcester.
Peterson, Edith Alina,	Worcester.
Peterson, Elizabeth Christina,	Worcester.
Rowe, Gladys Edith,	Worcester.
Shea, Helen Elizabeth,	Worcester.
Sherwin, Louise Alice,	Worcester.
Sieben, Mildred Mabel,	Worcester.
Sullivan, Mary Gertrude,	Worcester.
Sweeney, Anna Gertrude Patricia,	Worcester.
Wynn, Marguerite Mary,	Worcester.

[1] Inserted for purposes of record.

Elementary School Teachers' Department.

Two-year Curriculum.

Albee, Ethel Eliza,	Auburn.
Aldrich, Leoline,	Northbridge.
Anderson, Edith Lula,	Uxbridge.
Bassett, Mary Alice,	Worcester.
Beaudin, Mary Olive,	Ware.
Berry, Mabel Annie,	Worcester.
Boyle, Harry Aloysius,	Worcester.
Brennan, Madeleine Rose,	Worcester.
Brown, Lena,	Worcester.
Brown, Martha Janet,	Worcester.
Buckley, Ruth Virgil,	Ware.
Carey, Anna Blanid,	Worcester.
Carey, Helen Catherine,	N. Attleborough.
Carlson, Evelyn Irene,	Worcester.
Carmody, Sarah Agnes,	Worcester.
Carrigan, Marion Florence,	Worcester.
Casey, Irene Clare,	Saundersville.
Cassen, Nora Elizabeth,	Worcester.
Clark, Mildred,	West Boylston.
Cooney, Catherine Josephine,	Cherry Valley.
Derry, Mary Ellen,	Worcester.
Dominis, Beatrice Lola,	Worcester.
Donohue, Elizabeth Mary,	Worcester.
Donahue, Lucy Esther,	North Grafton.
Drohan, John Joseph,	Worcester.
Finnigan, Mary Bernardine,	Worcester.
Groden, Mary Mildred,	Worcester.
Halloran, Ellen Beatrice,	Worcester.
Kearney, Aileen Elizabeth,	Worcester.
King, Julia Gertrude,	Worcester.
Leary, Irene Louise,	Worcester.
Leary, Margaret Cecelia,	Millbury.
MacKenzie, Marguerite Jane,	Burlington.
Maynard, Hazel Fay,	Auburn.
McCabe, Josephine Mary,	Worcester.
McCarthy, Mary Monica Wagner,	Worcester.

McMichael, Mary Olive,	Blackstone.
McNamara, Grace Veronica,	Spencer.
McWalters, Alice Margaret,	Worcester.
Monahan, Katherine Veronica,	Worcester.
Morse, Louise Grace,	Spencer.
Nealon, Veronica Helena,	Worcester.
Noonan, Florence Gertrude,	North Brookfield.
Nugent, Mary Ursula,	Worcester.
O'Connor, Catherine Winifred,	Worcester.
O'Connor, Deborah Frances,	Worcester.
O'Leary, Catherine Enright,	Worcester.
Plunkett, Katherine Mary,	Worcester.
Prindle, Harriet Dewey,	Middletown Springs, Vt.
Reardon, Irene Margaret,	Worcester.
Rich, Emily Gertrude,	Oxford.
Shea, Dorothy Marie,	Worcester.
Sheehan, Mary Margaret,	North Brookfield.
Woodbury, Beatrice,	Littleton Common.

KINDERGARTEN-PRIMARY TEACHER'S DEPARTMENT.

Two-year Curriculum.

Allen, Harriet Amelia,	Worcester.
Bryans, Gladys Evelyn,	Worcester.
Campbell, Hazel Alicia,	Worcester.
Crowley, Jeanie Reid,	Worcester.
Durkee, Elizabeth Pryde,	Worcester.
Gilbert, Catherine Dodge,	Worcester.
Hurlbut, Elizabeth Powers,	Marlborough.
Kerwin, Mary Genevieve,	Worcester.
McGown, Dorothy Gertrude,	Worcester.
Rhoades, Dorothy Frances,	Williamsburg.

Graduating Class, June, 1919.

INTERMEDIATE SCHOOL TEACHER'S DEPARTMENT.

Three-year Curriculum.

Fant, Dagma Amelia,	Holden.
Foley, Nora Augusta,	Worcester.
Harris, Marion Veronica,	Millbury.

LUNCH ROOM IN MAIN BUILDING.

Howe, Wyman Vincent,	Worcester.
Hunter, Miriam Harwood,	Spencer.
Kilty, Mary Elizabeth,	North Oxford.
McAuliffe, Anna Marie,	Worcester.
McCafferty, Margaret Mary,	Worcester.
O'Brien, Mae Agnes,	Worcester.
O'Brien, Mae Elizabeth,	Worcester.
O'Flynn, Elizabeth Catherine,	Worcester.
Quinn, Mildred Angela,	Worcester.
Rice, Myrtle Sprague,	Worcester.
Simpson, Agnes Irene,	Worcester.
Smith, Eleanor Hartshorn,	Worcester.
Swenson, Thyrinda Cornelia,	Worcester.
Tobias, Erla Anna,	Worcester.
Watkins, Helen Luella,	Millbury.
Wilson, Dorothy Watson,	Wilkinsonville.

Elementary School Teacher's Department.

Two-year Curriculum.

Callery, Frances Elizabeth,	Worcester.
Corey, Veronica Claire,	Saundersville.
Gearin, Helen Frances,	Worcester.
Gilbert, Dorothy Irene,	Worcester.
Gilligan, Mary Hildegarde,	Blackstone.
Hackett, Alice,	Worcester.
Hoey, Helen Frances,	Worcester.
Holmes, Bertha Eleanor,	Southbridge.
Loftus, Mary Magdalene,	Worcester.
Lyon, Lois Aldrich,	Ware.
Manning, Mabel Catherine Bowler,	Worcester.
McAuliffe, Grace Elizabeth,	Worcester.
McCarthy, Margaret Josephine,	Worcester.
McGuinness, Margaret Agnes,	Worcester.
Merriam, Gertrude Emogene,	Worcester.
Moore, Catherine Elizabeth,	Ware.
Roche, Mary Apollonia,	Whitinsville.
Rohan, Beatrice Elizabeth,	Ware.
Splaine, Mary Gertrude,	Worcester.
Splane, Florence Elizabeth,	Worcester.

Sullivan, Gertrude Frances,	Fitchburg.
Sweeney, Frances Mary,	Worcester.
Wickstrom, Lillian Cecelia,	West Boylston.
Wingberg, Edla Marion,	Millbury.

KINDERGARTEN-PRIMARY TEACHER'S DEPARTMENT.

Two-year Curriculum.

Clapp, Ada Louise,	Shrewsbury.
Friedberg, Gladys,	Worcester.
Lawlor, Helen,	Worcester.
Mallozzi, Anna Rose,	Worcester.
Prescott, Doris Lauretta,	West Boylston.
Scott, Nina Florence,	Worcester.
Sheehan, Lillian Gertrude,	Worcester.
Torpey, Margaret Frances,	Worcester.

Senior Class.

INTERMEDIATE SCHOOL TEACHER'S DEPARTMENT.

Three-year Curriculum.

Butler, Marion Irene,	Worcester.
Carey, Harriet Marie,	Worcester.
Cummings, Florence,	Webster.
Devaney, Agatha Elizabeth,	Worcester.
Gage, Mildred Viola,	Worcester.
Goddard, Grace Elizabeth,	Saundersville.
Hanley, Monica Elizabeth,	Cherry Valley.
Jenkins, Mary Monica,	Webster.
Johnson, Hilda Victoria,	Worcester.
Keeley, Ruth Elizabeth,	Worcester.
Kinniery, Anna Agnes,	Millbury.
Maloney, Grace Loretta,	Worcester.
Maloney, Stella Veronica,	Worcester.
McCarthy, Catherine Mary,	Worcester.
Molloy, Gladys Elizabeth,	Worcester.
Smith, Flora Luella,	Sutton.
White, Evelyn Mary,	Worcester.
Willard, Ethel Lilas,	Worcester.

Elementary School Teacher's Department.

Two-year Curriculum.

Adams, Bertha Louise,	Worcester.
Bassett, Florence Elizabeth,	Worcester.
Beauregard, Marion Rose,	Worcester.
Bowler, Alice Mary,	Brookfield.
Campbell, Monica Beatrice,	Worcester.
Cunningham, Ruth,	Worcester.
Dillon, Katherine Margaret,	Spencer.
Dutram, Bernice Katherine,	Webster.
Field, Mary Louise,	Worcester.
Foley, Katherine Agnes,	Worcester.
Goodell, Cora May,	Worcester.
Grace, Rosa,	Worcester.
Grover, Esther Frances,	Worcester.
Haley, Florence Robertson,	Princeton.
Harris, Honora Mary,	Millbury.
Hayes, Mary Louise,	East Brookfield.
Keeley, Anne Rachael,	Worcester.
Lantz, Marion Gertrude,	Worcester.
Learned, Hazel Maxine,	Worcester.
Mahoney, Anna Patricia,	Millville.
Manning, Beatrice Virginia,	Worcester.
McGinley, Margaret Estelle,	Worcester.
McIntyre, Grace Ellsworth,	Charlton.
McGrath, Rena Rosalind,	Worcester.
McGuire, Hannah Mary,	Uxbridge.
Murphy, Dorothy Rosalind,	Millbury.
Murphy, Margaret Cashman,	Worcester.
O'Connor, Kathleen Anna,	Worcester.
Pollock, Ellen,	Worcester.
Rice, Rebecca,	Charlton.
Scannell, Anna Teresa,	Worcester.
Sullivan, Catherine Agnes,	Worcester.
Trudell, Mary Alice,	Worcester.
Ward, Mary Louise,	Worcester.
Ziskin, Jeanette Ethyle,	Worcester.

KINDERGARTEN-PRIMARY TEACHER'S DEPARTMENT.

Two-year Curriculum.

Cote, Lena Mary,	Leicester.
Rourke, Lalla May,	Worcester.
Sullivan, May Agnes,	North Grafton.
Thompson, Louise,	Princeton.

Junior Class.

INTERMEDIATE AND ELEMENTARY SCHOOL TEACHER'S DEPARTMENT.

Ahearn, Mary Ellen,	Worcester.
Bates, Frances Irene,	Webster.
Blanchard, Helen Carey,	Grafton.
Bourke, Margaret,	Worcester.
Clark, Helen Maria,	Dodge.
Doyle, Mary Alice,	North Brookfield.
Fahey, Helen Winifred,	Worcester.
Fogarty, Josephine Augusta,	Worcester.
Glick, Anna,	Worcester.
Griffin, Josephine Agnes,	Worcester.
Hagstrom, Astrid Linnea,	Millbury.
Hazzard, Alvira Desta,	North Brookfield.
Henry, Ethel Mary,	Worcester.
Hill, Mary Diana,	Millbury.
Kaufman, Eva,	Worcester.
Kelley, Catharine Frances,	Worcester.
Kelley, Eleanor,	Worcester.
Kelliher, Margaret Cecelia,	Worcester.
Lacouture, Edwidge Justin,	Millbury.
Laiviz, Josephine Eva Cecelia,	Worcester.
Lyman, Luella Wildes,	Worcester.
Lynch, Mary Veronica,	Worcester.
Maloney, Helen,	Worcester.
McGrath, Elizabeth Margaret,	Worcester.
McGrath, Mary Agnes,	Worcester.
McKeon, Gertrude Grace,	Worcester.
McKeon, Veronica Virginia,	Worcester.
Mellen, Alice Maude,	Holden.

Millea, Teresa,	Worcester.
Mulvaney, Anna Teresa,	Worcester.
Murphy, Mary Cecilia,	Worcester.
Murray, Veronica Mary,	Millbury.
O'Brien, Mary Ursula,	Blackstone.
O'Connor, Helen Jane,	Worcester.
Price, Katherine Frances,	Worcester.
Rabinovitz, Elizabeth Lillian,	Worcester.
Ryan, Katharine Conlon,	Worcester.
Ryan, Mae Elizabeth,	Millville.
Saunders, Vera,	Worcester.
Scott, Edna May,	Worcester.
Shea, Irene Ethel,	Worcester.
Shea, Katharine Teresa,	Worcester.
Sullivan, Eileen Beatrice,	Worcester.
Tourtellotte, Emma Rosalie,	Worcester.
Walsh, Helen Loretta,	Millbury.
Webber, Esther Helen Elizabeth,	Worcester.
Welch, Julia,	Worcester.
Welch, Marion,	Worcester.
Welch, Mary Gertrude,	Worcester.
Woodman, Hazel Myrtice,	Millbury.
Zendzian, Sophie Marie,	Worcester.

KINDERGARTEN-PRIMARY TEACHER'S DEPARTMENT.

Carroll, Elizabeth Mary,	Worcester.
Casey, Ellen Pauline,	Worcester.
Clark, Addie Frances,	Worcester.
MacNamara, Katherine Theresa,	Worcester.
McEachearn, Mary,	Worcester.
Powell, Elizabeth Weston,	Cambridge.
Williams, Beatrice Rees,	Worcester.

Special Student.

Hodgson, Elfreda Augusta,	Worcester.

Student on Leave of Absence.

Gleason, Bessie Marie,	Worcester.

Summary.

Senior class,	57
Junior class,	58
Special student,	1
Student on leave,	1
Total,	117

School of observation (Elizabeth Street School), kindergarten and eight grades,	474
Training department in the normal school, six grades,	77

GRADUATES' ASSOCIATION.

Officers.

President,	Mrs. Louella Jackson Smith,	Class of 1895.
Vice-President,	Mrs. Florence Dodge Gilbert,	Class of 1893.
Secretary,	Marietta Matthews,	Class of 1894.
Honorary Secretary,	Arabella H. Tucker,	Class of 1876.
Treasurer,	William F. Butler,	Class of 1899.

Executive Committee.[1]

Lieut. John O. H. Shields,	Class of 1913.
Mrs. Wilbur W. Hobbs,	Class of 1880.
Alice Hackett,	Class of 1919.

Nominating Committee.

Mrs. Bertha Yeaton Davis,	Class of 1887.
Alice H. Belding,	Class of 1886.
May L. Brooks,	Class of 1898.
Anna Lee,	Class of 1915.
Margaret E. Flynn,	Class of 1894.

Committee on Necrology and Friendly Offices.

Sarah M. Averill,	Class of 1880.
Sarah A. McCormick,	Class of 1889.
Marion D. Twiss,	Class of 1913.
Emma E. Allison,	Class of 1895.

[1] Elected for five years.

Annual Reunion.

The thirty-seventh reunion of the graduates was held on Saturday, June 7, 1919, at the normal school, beginning at 10 o'clock in the morning. The program consisted of exercises presented by the undergraduates in the morning; business meeting at 12 o'clock, with tributes to Corp. John Willard Moran, 1917, and Fred W. Chaplin, 1916, who died in the World War, and brief addresses by three of our men who had returned from service, followed by a basket lunch; in the afternoon an address by Hon. Hamilton Holt, editor of the "Independent," on "The League of Nations," closing with class reunions and special exercises prepared by the graduates.

It has been suggested that the thirty-eighth reunion be held in the early autumn of 1920, and although no plans have yet been made it has been proposed to have it about the first Saturday in October, if possible.